



ARIZONA'S ASSESSMENTS

Webinar 1: 1% Cap in ESSA September 8, 2016 11:30 am – 12:30 pm

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Using Blackboard

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- Blackboard Collaborate works best using the Chrome browser
- If you are trying to multi-task and access another browser during the webinar you may be logged off the session...just log back in
- Please place your self on mute throughout the presentation unless you have a question or comment.

THANK YOU!



Session Overview

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- Participants will learn how ESSA and the new language regarding 1% Cap will impact an LEA
- Participants will review Alternate Assessment Eligibility Criteria
- Participants will take away possible recommendations and considerations for LEAs as this law is implemented fully beginning school year 2017 - 2018
- Participants will learn about next steps for Alternate Assessment Test Coordinators



Information from NCEO

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Where Did NCLB “1%” Come From?

- NCLB regulation in 2003 that allowed for AA-AAS indicated that for students in that assessment, up to 1% of total tested population could be **counted as proficient** in Title I accountability
 - Regulation provided **participation** data from 2000-2001 Biennial Performance Reports to justify that figure:
 - 21 states reported < 0.5% of total population
 - 14 states reported between 0.5% and 1.0%
- (Only 38 states had sufficient data to report numbers)



Information from NCEO

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1% Cap – on PARTICIPATION, not ACCOUNTABILITY – in ESSA

- State must provide oversight of any LEA that submits information about exceeding 1.0 percent
- **Waiver Authority:** Section 8401 allows state to submit a request to the Secretary to waive a statutory or regulatory requirement [Regulations lay out what must be done to submit a waiver]



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1% Cap – on PARTICIPATION, not ACCOUNTABILITY – in Regulations

- State must make an LEA's justification for exceeding the 1.0 percent cap available to the public (as long as doing so does not reveal any personally identifiable student information)
- State may request a waiver of the State-level 1% cap, which must be submitted 90 days **before** the start of the first testing window, and be limited to one year....



Alternate Assessment Eligibility Combined 2016

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Alternate Assessment

Participation Guidelines and Eligibility Determination

The Arizona Department of Education offers an alternate assessment based on alternate achievement standards in compliance with the U.S. Department of Education federal regulations and guidance. A student must have an Individualized Education Program (IEP) to be considered for participation in an alternate assessment. All students must participate in state assessments.

Arizona Alternate Assessments:

ELA and Mathematics Grades 3 through 8 and 11 - *Multi-State Alternate Assessment (MSAA)*

Science Grades 4, 8, and 10 - *AIMS A Science*

IEP Teams will discuss and determine participation and eligibility using the *MSAA Participation Decision Documents* and/or the *AIMS A Science Eligibility Requirements*. Each of these tools should be considered separately as some criteria may be unique; **however a student will be eligible in all areas (ELA, Mathematics and Science) where grades overlap.**

Note: IEP teams should consider the testing cycles that will occur during the student's IEP year.

STUDENT NAME: _____ STUDENT ID: _____

SAIS ID: _____ DATE OF BIRTH: _____ GRADE: _____

SCHOOL: _____ CASE MANAGER: _____

Grade	None	MSAA ELA/Math	AIMS A Science
K, 1st, 2nd	x		
3rd		x	
4th		x	x
5th, 6th, 7th		x	
8th		x	x
9th	x		
10th (or second year of high school)			x
11th		x	
12th	x		

NOTE: The IEP team must complete the parent notification of alternate assessment participation on page 5.

<http://www.azed.gov/assessment/ncsc/>

Under Eligibility and Terminology TAB

Eligibility And Terminology

MSAA Participation Guidelines

- Alternate Assessment Eligibility Combined 2016 (MSAA ELA and Math and AIMS A Science)
- 2016 MSAA Participation Guidance Rev 8-03-16 Arizona

TERMINOLOGY

– **Alternate Assessment based on Alternate Achievement Standards (AA-AAS)**-this is a term that is used to describe an Alternate Assessment. Alternate Achievement Standards are not the same as Alternate Academic Standards. – **Alternate Achievement Standards**-descriptors of how well a student may demonstrate proficiency via the alternate assessment.

– **Alternate Academic Standards**-standards developed for students with significant cognitive disabilities and were aligned to Arizona's Academic Content Standards. [The previous Alternate Academic Standards for Reading and Mathematics are no longer applicable; they were removed and archived.]

Please contact us at (602) 542-8239 or at AssessingSWDs@azed.gov if you have any questions.



Flow Chart in 2016 MSAA Participation Guidance

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August 2016

MSAA Participation Decision Flowchart

Consider These:

Results of Individual Cognitive Ability Test, Adaptive Behavior Skills Assessment, individual administered achievement tests, and district-wide alternate assessments, and English language learner (ELL) language assessments, if applicable

Data from scientific research-based interventions, progress monitoring data, results of informal assessments, teacher collected data and checklists

Examples of curriculum, instructional objectives, and materials, work samples from school- or community-based instruction

Present levels of academic and functional performance, goals, and objectives, and post school outcomes from the IEP and the Transition Plan if applicable

1. Do the student records indicate a disability or multiple disabilities that most significantly impact intellectual functioning and adaptive behavior?*

* Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.

Yes ↓

2. Would the student be appropriately challenged by goals and instruction linked to the enrolled grade-level state standards knowledge and skills?

Yes ↓

3a. Does the student require extensive, repeated, individualized instruction and support that is not of a temporary or transient nature?

Yes ↓

3b. Does the student use substantially adapted materials with individualized methods of accessing information in alternate ways to acquire, maintain, generalize, demonstrate, and transfer skills across academic content?

Yes ↓

Student may participate in MSAA.

No

No

No

No

Student must participate in the general assessment. Student may be eligible to use accommodations. If there are questions, please contact your state's assessment department.

<http://www.azed.gov/assessment/ncsc/>
Under Eligibility and Terminology TAB

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MSAA Eligibility Criteria

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☐ MSAA is not an administered assessment at the student's grade level for this school year.

MSAA Participation Decision Documentation

August 2016

To meet the criteria for MSAA, the student must meet all participation criteria descriptors.

Participation Criteria	Participation Criteria Descriptors	Sources of Evidence [check if used]
1. The student has a significant cognitive disability YES <input type="radio"/> NO <input type="radio"/>	Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. <i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i>	<input type="checkbox"/> Results of Individual Cognitive Ability Test <input type="checkbox"/> Results of Adaptive Behavior Skills Assessment <input type="checkbox"/> Results of individual and group administered achievement tests <input type="checkbox"/> Results of informal assessments <input type="checkbox"/> Results of individual reading assessments <input type="checkbox"/> Results of district-wide alternate assessments <input type="checkbox"/> Results of language assessments including English language learner (ELL) language assessments if applicable
2. The student is learning content linked to (derived from) state content standards YES <input type="radio"/> NO <input type="radio"/>	Goals and instruction listed in the IEP for this student are linked to the enrolled grade-level state standards and address knowledge and skills that are appropriate and challenging for this student.	<input type="checkbox"/> Examples of curriculum, instructional objectives and materials including work samples <input type="checkbox"/> Present levels of academic and functional performance, goals and objectives from the IEP <input type="checkbox"/> Data from scientific research-based interventions <input type="checkbox"/> Progress monitoring data
3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade- and age-appropriate curriculum. YES <input type="radio"/> NO <input type="radio"/>	The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across academic content.	<input type="checkbox"/> Examples of curriculum, instructional objectives, and materials including work samples from both school and community based instruction <input type="checkbox"/> Teacher collected data and checklists <input type="checkbox"/> Present levels of academic and functional performance, goals, and objectives, and post school outcomes from the IEP and the Transition Plan for students age 16 and older unless State policy or the IEP team determines a younger age is appropriate

The student may participate in MSAA if all responses above are marked YES.

MSAA Participation Decision Documentation

August 2016

Additional Considerations Not to Use in Reviewing Evidence	
1.	A disability category or label
2.	Poor attendance or extended absences
3.	Native language/social/cultural or economic difference
4.	Expected poor performance on the general education assessment
5.	Academic and other services received
6.	Educational environment or instructional setting
7.	Percent of time receiving special education services
8.	English Language Learner (ELL) status
9.	Low reading level/achievement level
10.	Anticipated disruptive behavior
11.	Impact of test scores on accountability system
12.	Administrator decision
13.	Anticipated emotional duress
14.	Need for accommodations, e.g., assistive technology/AAC to participate in assessment process
<input type="checkbox"/>	Evidence shows that the decision for participating in MSAA was not based on the above list.

IEP Team Statement of Assurance: *Our decision was based on multiple pieces of evidence that, when taken together, demonstrated that the Alternate Assessment is the most appropriate assessment for this student; that his/her academic instruction will be based on the CCCs linked to state content standards; that the Additional Considerations listed above were not used to make this decision; and that any additional implications of this decision were discussed thoroughly.*



AIMS A Science Eligibility Criteria

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☐ AIMS A Science is not an administered assessment at the student's grade level for this school year.

Part I: AIMS A Eligibility Requirements

In order to be considered for AIMS A, students must meet **all** three of the following criteria in all content areas that are tested: Science (Science is **only** for grades 4, 8, and 10).

1. Evidence of Significant Cognitive Disability

Empirical evidence (formal testing results, multidisciplinary evaluation team results, etc.) of a significant cognitive disability prevents the acquisition of the grade-level Arizona Academic Content Standards. Please note that students with learning disabilities who have overall intellectual and/or adaptive behavior abilities within the average range are **not** students with *most significant cognitive disabilities*. The student functions *like* a student with ID across *all* areas: commensurate abilities in mathematics, reading, and writing, adaptive behavior scores, and measures of intellectual abilities.

Check disability category:

- ☐ MID ☐ MCID ☐ SID
☐ MD with ID component ☐ MDSSI with ID component ☐ TBI with ID component
☐ Autism with ID component ☐ Other _____

*Example 1: An eighth-grade student functioning at second-grade level in reading and writing and at fourth-grade level in mathematics does **not** qualify under criteria 1.*

*Example 2: A tenth-grade student functioning at the second-grade level in mathematics, reading, and writing, **does** qualify under criteria 1.*

The student meets the *Evidence of a SCD* criterion for AIMS A eligibility.

☐ Yes ☐ No

2. Curricular Outcomes

The student has access to high-quality instruction based on *Alternate Academic Standards* (Science) and the student's IEP goals and objectives focus on enrolled grade-level *Alternate Academic Standards*.

The student meets the *Curricular Outcomes* criterion for AIMS A eligibility.

☐ Yes ☐ No

3. Intensity of Instruction

is extremely difficult for the student to acquire, maintain, generalize, and apply academic skills across environments, even with high-quality extensive/intensive, pervasive, frequent, and individualized instruction in multiple settings in all content areas tested.

The student meets the *Intensity of Instruction* criterion for AIMS A eligibility.

☐ Yes ☐ No

The student is eligible for AIMS A.

- ☐ Yes (All responses above are marked Yes.)
☐ No (Any response above is marked No and student must participate in AIMS.)



Support of IEP: Addressing State Assessment

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Parent Notification Alternate Assessment Participation

Following IEP team review of participation guidelines, the student is eligible for and will participate in the following assessments:

MSAA (ELA/Math) and/or AIMS A Science

- ☐ Yes
☐ No (student will participate in statewide achievement test and AIMS Science)

Potential Consequences:

Are there any effects or local policies that would preclude completion requirements for a regular high school diploma for the child participating in testing?

- ☐ No
☐ Yes

If yes, explain: _____

Each of us agrees with the alternate assessment participation decisions indicated above.

Parent(s)/Guardian: _____ Date: _____

Name: _____ Position: _____ Date: _____

Name: _____ Position: _____ Date: _____

Name: _____ Position: _____ Date: _____

Name: _____ Position: _____ Date: _____

Name: _____ Position: _____ Date: _____

Name: _____ Position: _____ Date: _____



Changes to 1% Cap

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How will this impact an LEA?



How to Find Percentage of Students Participating in Alternate Assessment

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- LEAs will have their own data
- Data must be obtained for ELA and Mathematics separately

$$\frac{\text{\# of MSAA Tested Students (ELA)}}{\text{\# of Students (ALL) Enrolled District in Grades 3 – 8 and 11}} \times 100 = \text{Percentage of Student Participating in an Alternate Assessment}$$

Enrollment Date: Use March 30, 2016 for your calculation for 2015-2016

$$\frac{\text{\# of MSAA Tested Students (Math)}}{\text{\# of Students (ALL) Enrolled District in Grades 3 – 8 and 11}} \times 100 = \text{Percentage of Student Participating in an Alternate Assessment}$$

Enrollment Date: Use March 30, 2016 for your calculation for 2015-2016



In Preparation for 2017-2018

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- Alternate Assessment TCs must
 - Identify students EARLY in the Student Selector Application beginning Oct. 2016 through November 2016.
 - Communicate to LEA
 - New requirements
 - LEA process for gathering information for all eligible students
 - Develop a plan for ensuring Participation Guidelines are followed



Recommendations

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- Awareness of eligibility criteria.
- Early Awareness of the students that will be participating in MSAA.
 - There should not be students that are newly qualifying for alternate assessment. We should know who these students are early on in their education. *Exception: student is new to state.*

We are pulling reports for the past two years with participation numbers. We will be analyzing and notifying LEAs that have participation in the Alternate Assessment over 1%.



Next Steps:

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- Share information with others (i.e., Special Education Directors, school psychologist, teachers)
- Develop a plan for moving forward
- Complete tasks for LEA (identifying eligible students in Student Selector Application)

A link to access today's recorded webinar will be posted on the Alternate Assessment Webpage soon!



Questions

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